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**A PROPOSED PROGRAM OF GUIDANCE FOR
THE GUDEBYE JUNIOR HIGH SCHOOL
CROCKETT, TEXAS**

KING

1949

A PROPOSED PROGRAM OF GUIDANCE FOR THE
GUDEBLYE JUNIOR HIGH SCHOOL
CROCKETT, TEXAS

by
Lucille Mitchell King

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1949

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree

of
Master of Science
in the
Graduate Division

of

Prairie View Agricultural and Mechanical College
Prairie View, Texas

August 1949

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The writer wishes to express her appreciation to..... 11

Dr. J. M. Drew, Director of the Division of Arts and..... 12

Sciences, for his kindness, patience, and consideration..... 14

as the thesis sponsor. The writer is also deeply..... 14

grateful to her son, Harvey F. King, Jr., and her..... 19

mother, Mrs. James Mitchell, Sr., for their constant..... 22

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CHAPTER I

INTRODUCTION

No phase of school work has claimed more attention than the problem of an organized guidance program in the schools. Educators are now realizing more keenly than ever before that the school needs a larger measure of organized guidance. There is a growing opinion that ineffective guidance policies are proving very costly to schools. This conviction is causing a determined effort to meet real issues in a guidance program for the school.

Ritter and Shepherd¹ state that:

Any reasonable philosophy of education concedes that each child should have the chance for a happy school experience and that he should find many opportunities for living and growing in school. Not only as an individual, but also as a member of his school group, of his community and of his nation. The children are the prime cause for which schools are planned and conducted. When they enter school they bring with them many attitudes, interests, needs and urges.

The School's obligation is that of determining the interests, capacities and needs of the pupils and then directing them in a manner consistent with the findings. Strang and Hatcher further state that:

Guidance is the process by which an individual's potentialities are discovered and developed, through his own efforts, for his personal happiness and social usefulness. It is the more individual and developmental approach to education and helps boys and girls get the most out of their school years.²

1. Ritter and Shepherd, Methods of Teaching in Town and Rural Schools. p. 1.

2. Strang and Hatcher, Child Development and Guidance in Rural Schools. p. 1.

Statement of Problem

Complications growing out of conflicts of interests of pupils on the same academic level which have come under my experience, stimulated my interest in formulating a guidance program through which these conflicts will be eliminated.

It is the purpose of this study to answer the following questions:

1. What is the plan of guidance organization in Gudblye Junior High School?
2. Is the guidance program integrated with the program of study?
3. Is the program incidental or is it a vital part of the school life?
4. What guidance services are offered?
5. What services will constitute a desirable program of Guidance for the Gudblye Junior High School?

Purpose of Study

The purpose of this study is to determine the nature, content, organization, and operations of an effective guidance program and to what extent the guidance program at the Gudblye Junior High School is fulfilling the requirements for an effective guidance program. It further seeks to determine, in the light of experiences and environmental conditions of pupils to be guided, their relation to similar situations in which effective guidance programs in operation are recommended. It (the study) proposes to find out the relative degree of accomplishment which has been achieved in our Gudblye guidance program and the necessary steps to be taken to adjust its weak points for more effective operation and training.

Method of Procedure

To secure information upon which to base this study, permission was granted by the various school officials and principals to check cumulative records in their respective files. Specific information respecting their extra-class activities was sought. This was done in connection with a thorough perusal of the files in the principal's office at Gudeblye Junior High School. The writings of several authorities who had given some intensive thought and investigation to and on guidance programs were read.

On the basis of information found, an attempt was made to determine the degree of progress which had been made at Gudeblye Junior High School as compared to the standards set up in the guidance programs in references used. Similar and related materials were read. The writer has made an extensive survey of literature in the field of guidance to determine the fundamental principles and services of a guidance program. Also investigation of the types of organizations and administration in use was made to determine the value of a guidance program.

The writer has noted from the review of literature in the field of guidance that many of the authorities in guidance work agree that a broader knowledge of the concept of guidance is needed by school administrators and school staffs. Therefore, if the guidance program in Gudeblye school as in any school is to function efficiently, there must be a more intelligent understanding of the needs, values, possibilities and the administering of the work.

Although many studies have been made on the various phases of guid-

ance, the situations in every school and community are different and present different problems. The economic, social, political, and technological changes make for a constant revision in a guidance program.

Further, the first major step in providing youth adequate guidance seeks to achieve.

Review of Related Literature

There have been a number of studies reporting the organization and status of guidance programs and services.

Strang¹ summarizes a number of studies and presents brief descriptions of organization plans varying in scope.

Norman² studied the vocational guidance practices in Anderson High School, Austin, Texas, and offers a proposed plan for vocational guidance.

Humphrey³ made a survey of the guidance practices in 103 Negro High Schools in the State of Texas. From the tabulations of the data obtained there is a definite need for organized guidance. He presented an organized guidance program.

Collins⁴ made a study of pupil personnel activities of Kealing

1. Strang, R., Personnel Development and Guidance in College and Secondary Schools. p. 331.

2. Norman, G. P., A Proposed Plan of Guidance for Anderson High School, Austin, Texas. p. 35.

3. Humphrey, Thomas W., A Survey of the Guidance Practices of 103 Negro High Schools In Texas. Master's Thesis, Prairie View College.

4. Collins, Curtis, A Tentative Guidance Program for the Kealing Junior High Schools of Austin, Texas. Master's Thesis, Prairie View College. p. 31.

Junior High School to ascertain if the guidance program was functioning in light of the findings suggested a more effective program.

David¹ studied the vocational guidance programs of the Junior High Schools of Madison County, and offers an organized guidance program.

Erickson and Happ² gave suggestions for organizing a guidance program, and showed methods used by various schools for the achievement of the guidance purpose.

Koos and Kefauver³ discuss in detail the tremendous need for guidance in all educational programs.

Olinde⁴ attempts to determine the need for guidance in a small high school in Plaquemines Parish, Louisiana, and to suggest a plan for formulation of a guidance program to be applied gradually in the school.

Brewer⁵ point of view is that there is need for guidance in all experiences and activities of the pupil.

Chisholm⁶ says that if guidance seeks to do anything, it seeks to help each individual prepare himself so as to find or make a place for himself in the world.

1. David, Veola. A Proposed Study of Vocational Guidance For the Junior High Schools of Madison County. p. 31.

2. Erickson and Happ. Guidance Practices at Work. p. 10.

3. Koss, Leonard V. and Grayson Kefauver. Guidance in Secondary Schools. p. 609.

4. Olinde, P. A. Study of Guidance Needs of a Small High School. p. 84.

5. Brewer, John M. Education as Guidance. p. 11.

6. Chisholm, Leslie. Guiding Youth in the Elementary School. p. 56.

CHAPTER II

THE NEED FOR GUIDANCE IN THE JUNIOR HIGH SCHOOL

Purpose of the Junior High School

Changing environmental conditions, methods of transportation, modes of living in general, have become incentives for devising programs of study in the public school systems to meet these challenging situations as they arise in the daily living of the pupils.

The Junior High School, or more broadly, junior high school education may and should contribute to the realization of the ultimate objectives of education, namely, achieving the most possible personality and institutional progress by providing a suitable school environment for children of junior high school age that will enable them, first, to understand and appreciate themselves in relation to the physical, social and spiritual aspects of the world in which they live, and secondly, to develop themselves harmoniously in relation to their abilities and needs.¹

In his discussion of the definitions, aims, and functions of the junior high school, Pringle points out this difficulty but offers the following tentative statement:

The junior high school is an organization of the seventh, eighth, and ninth grades into an administrative unit for the purpose of providing instruction and training suitable to the varied and changing physical, mental, and social natures and needs of immature, maturing, and mature pupils.²

It is, therefore, seen in the foregoing quotations that the major objectives of the junior high schools is to set this age group apart

1. Smith, et. al., Junior High School Education. p. 28.

2. Pringle, Ralph, The Junior High School. p. 73.

from the elementary and senior high schools in order to formulate courses of studies, activities, and objectives for learning within the scope of their experiences and previous academic training.

The Need for Guidance

There is a definite current trend toward assisting pupils in finding their best capabilities in order to best qualify for various aspects of living in the social order about them. This educational movement started in the early part of the twentieth century.

The need for guidance is greater today than a generation ago, because far-reaching industrial and social changes have created new adjustment problems and because public consciousness of the responsibilities of the school demand increasingly effective personal and social adjustments of all pupils as outcomes of the school program.

General conditions affecting the personal and social adjustment of junior high pupils may be found in the increasing urbanization movement, in shifting social and moral standards, in socio-economic conditions, and in parental relationship and controls. During the junior high school years, the problems of personal and social adjustment become more pronounced with the onset of pubescence, with the ever widening social horizons of pupils, and with the manifold problems growing out of the struggle to attain a secure place in a rapidly changing society. Within recent years educators have accepted a major responsibility for helping junior high school pupils make these adjustments. These added responsibilities are among the newer functions of the guidance program.

Change is characteristic of the current industrial and economic scene. In every occupation and in all industries, technological changes are occurring with increasing rapidity. Change in one social institution, such as industry, necessitates adjustments within other social institutions, as for example, in the home, the school and government. The school must help adjust to changing industrial conditions, and it must prepare pupils to enter into adult occupational life. Although the acquisition of specific occupational skills is most appropriately placed at the post-high school level, the junior high school must share a significant part of the responsibility for preliminary occupational adjustment. This responsibility is shared by all classroom teachers, but planning and coordinating suitable procedures is a function of the guidance program.

Public consciousness of a responsibility for universal education of all children has grown throughout our evolutionary educational history. At no time in our history has this consciousness been more pronounced than at present. Whereas, a generation or two ago little responsibility was felt for the education of all children, now public welfare is believed to be intimately related to the education of all children. Our present educational philosophy demands that all attend school and that the schools provide opportunities suitable to the developmental needs of each child. In large measure, the realization of a universal education that is adjusted to the needs of all children is dependent upon the services of guidance personnel.

Growing out of the many social and industrial changes are new prob-

lems associated with increased school populations that are considerably more heterogeneous with respect to their interests, needs, and aptitudes. To meet the more diverse needs of pupils, our schools must provide a wider range of differentiated curricular offerings. Helping children choose the most suitable educational offerings of the school, that is, those which are indicated by individual needs, thus becomes an important new problem of educational guidance.

Modern education places an increasing emphasis upon the development of sound health in all pupils. Adequate provisions for health are among the newer services of our schools. Health programs, being both remedial and preventive in nature, call for constant supervision and modification as these are indicated by the health and developmental status of each pupil. Helping pupils develop individual regimens that contribute to their physical well being is a further aspect of guidance work.

"Guidance may be conceived as the coordinated effort of the school and community to build wholesome adjusted personalities that are ready to enter into adult life with optimal prospects for success and happiness."¹

The specific skills, knowledges, habits, and attitudes, which too commonly are conceived as the ends of education, should be re-interpreted as a means of helping pupils toward some ultimate development. Any theoretical differentiation between education and guidance, then, must be made only in the theoretical relationships of the means employed

1. Smith, Standley and Hughes, Junior High School Education. p. 133.

and not in the objectives. However, at present, a practical distinction commonly is made between formal instructional procedures and the newer guidance procedures.

To fully equip pupils for life's responsibilities, they should be properly directed in the institutions of preparation. Proctor¹ gave six kinds of guidances: "Educational, vocational, social and civic worthy use of leisure time, and character building activities." Jones² in his 1930 edition of his book, lists phases of guidance, as he calls them: "Vocational, curriculum and school guidance, civic and moral, leisure time and avocational or cultural, social and leadership." In his revised edition, Jones lists only four. Koos and Kefauver³ mention five kinds of guidance, Brewer⁴ expands this to ten. Patterson, Schneider, and Williams mention five. One speaker on the subject said recently: "There are at least seventeen different kinds of guidance."

D. Welty Lefever⁵ states that:

The need for a change in the guidance program is very evident. A pronounced need exists within the school. In

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- p. 47.
1. Proctor, William Martin, Educational and Vocational Guidance.
 2. Jones, Arthur J., Principles of Guidance. p. 310.
 3. Koos and Kefauver, Guidance in Secondary Schools. p. 15.
 4. Brewer, John M., Education as Guidance. p. 56.
 5. Lefever, David Welty, et. al., Principles and Techniques of Guidance. p. 6.

fact, educational institutions are society's answer to the recognized need for inducting youth into adulthood. In considering what the schools can and should do in guiding youth, it is advisable to note the changes that have been brought about in schools and society during the last half century.

Definitions and Scope of Guidance

Guidance may be defined as enabling each individual to understand his abilities and interests to develop them as well as possible and relate them to life's goals, and finally, to reach a state of complete and mature self-guidance as a member of the social order.

Strang and Hatcher state that:¹

Guidance is the process by which an individual's potentialities are discovered and developed, through his own efforts, for his personal happiness and social usefulness. It is the more individual and developmental approach to education.

Arthur E. Traxler states that:²

Ideally conceived, guidance enables each individual to understand his abilities and interests, to develop them as well as possible, to relate them to life goals, and finally to reach a state of complete and mature self-guidance as a desirable citizen of a democratic social order.

1. Strang and Hatcher, Child Development and Guidance in Rural Schools. p. 1.

2. Traxler, Arthur E., Guidance in Public Secondary Schools. p. 11

Glen Charles Cook states:¹

The process of helping the individual discover, and use his natural endowment in addition to special training obtained from any source so that he may make his living and live to the best advantage to himself and to society.

In its broadest sense, the guidance function is included in every activity of the school and involves moral, social, health, and personal and emotional guidance, as well as educational and vocational guidance.

The Place of Techniques in the Guidance Program

The development of the guidance program has brought with it numerous devices and techniques. It is not unsound to say nearly every technique that has been created in connection with the guidance program has its place. Also, that such technique or instrument when properly understood and correctly used will prove to be helpful tool. For example, occupational interest inventories have as their major purpose the establishment of a point of departure for counseling in relation to occupational goals and the stimulation of thinking in this era, as well as, serving as a general guide to interest. They are of significant value in these respects.

In general, the purpose of records, interviews, tests, rating scales, group conferences, and other techniques is to serve the best development and adjustment of the individual pupil. It is

1. Cook, Charles G., Handbook on Teaching Vocational Agriculture. p. 47.

the responsibility of the school staff who actively participate in the guidance program to prepare themselves adequately in the use of any technique which may be employed.

Working with individual pupil problems demand two sets of information: knowledge of the individual, on one hand, and knowledge of the environment on the other. There are many valid techniques for acquiring these two sets of information each serving a special purpose, and each making its contribution to the whole.

There are three buildings on the campus for exclusive use of school purposes. The academic building consists of five classrooms. All buildings are of a frame wood structure. The Principal has provided for an office, classroom and wood and metal work compartment. The teachers are also utilized in its extra rooms for the preparation and serving of the hot lunches. The faculty is composed of five teachers and principal.

The school is used as the center for the community activities. Its facilities are made available for use of the Parent-Teacher Association. The auditorium, on special occasions, is inadequate to accommodate the youth and adult attendance.

Parent Program

The Houston County schools operate under the full executive

CHAPTER III

DESCRIPTION OF GUDEBLYE JUNIOR HIGH SCHOOL

Location

The Gudeblye Junior High School is located in Hopewell Community, on Highway # 287, six miles southeast of Crockett, Texas, in Houston County. The school's patronage area includes two other schools in a consolidation movement. The immediate community population is conservatively estimated at sixty families with an average scholastic representation of two per family. Ninety-five per cent of the population is made up of Negroes. Farming is the chief occupation. Most of the families own their homes or rent from other Negro landowners.

There are three buildings on the campus for exclusive use of school purposes. The academic building consists of five classrooms. All buildings are of a frame wood structure. The farmshop has provisions for an office, classroom and wood and metal work compartment. The teacherage is also utilized in its extra rooms for the preparation and serving of the hot lunches. The faculty is composed of five teachers and principal.

The school is used as the center for the community activities. Its facilities are made available for use of the Parent-Teacher Association. The auditorium, on special occasions, is inadequate to accommodate the youth and adult attendance.

Present Program

The Houston County schools operate under the unit executive

organization, that is, the county superintendent has general jurisdiction over all the schools, teachers, buildings, apparatus, and transportation. It is the policy of the superintendent to have one system of schools for the county and to make possible the best program for aiding pupils to develop that type of society in which they will be best fitted to inspire and lead.

The Gudeblye Junior High School patterned its individual program in conformity with the over-all county program. Its program of activities, that is, its extra-class activities, are so designed to give instruction which supplements the curriculum as outlined in the Texas State bulletin for the guidance of instructors in the elementary and high schools of this state. Certain definite goals pertaining to school and community problems are set up. Divisions of responsibility are allocated to school and community leaders for directing and following up activities and accomplishments. These allocations are designed to teach the spirit of profitable sharing and exploring the potentialities for more cooperative efforts in solving the intricate problems which may arise in a dynamic society. To facilitate activity, fields of service already functioning are selected. In the immediate school, we have vocational agriculture for boys and principles and practices in homemaking for girls. In cooperation with county organizations, Extension Services, county health program, both girls and boys are encouraged to participate in whatever activities are being sponsored. Each of these organizations offers a type of instruction and supervision with which the academic instruction can be easily integrated.

To meet the demand for health improvement for the pupils in the school and their parents at home, efforts have been made in the

Gudeblye Junior High School patronage area to make what adjustments possible to remedy the most evident cases found. Periodic health examinations or clinics are made available for both school pupils and parents of the pupils. These clinics are sponsored by the Texas State Health Department, Texas Tuberculosis Association, and local county health officers. However, these services are not as frequent and as far reaching as it is sometimes thought they should be.

To supplement outside organized agencies that come to us intermittently to give examinations, the school through its faculty has set up in each room a first aid kit, it cooperates with the hot lunch program - making available food for both the underprivileged and those able to pay.

Moehlman states that:

Public health has been greatly neglected except in the cities. As a result the public schools have been forced to provide for their own health inspection and, in some instances, corrective medical and dental work. As the health authority is developing in the several states, the medical profession has questioned whether these inspectional services should not be exercised by the health authorities instead of by the public schools.¹

The hot lunches in the public schools, although a form of preventive expediency to indoctrinate the value of food in the diet, affords a medium through which the effects of warm meals at noon and a balanced ration all the time can be used as an object lesson in the training for better health. Disciplinary problems are fewer

1. Moehlman, Arthur B., School Administration. pp. 187-188.

and a noticeable general deportment is evident, especially, with students who are known to have a very limited supply of food at home. The attendance is better also as a result of the hot lunch program. Mealtime supervision also affords an opportunity in training the fundamental operations in eating, use of knives, forks and spoons.

T. H. Briggs states that:

Everyone knows that mechanical practice does not make perfect, and that even such progress as results is not economically achieved. The new education lays as much emphasis on the importance of habit formation as did the old. But it insists on this important difference: habits are most effectively formed when the learner is conscious that he is acquiring a way of acting that will result in definite satisfaction to himself.¹

It is upon this and similar principles which the hot lunch program is being used as a health teaching medium. The constant daily preparation of a balanced diet served and consumed with noticeable results will eventually cease to be mechanical, but rather a social force in the lives of the pupils.

Although not an approved course, physical education in our daily schedule is utilized to impress definite health forming habits.

Solving Problem Situations

The problems arising with the early and middle teen-agers are best met with supplying them outlets through which the surplus energy may be profitable expended and utilized to educational advantages.

1. Briggs, T. H., Improving Instruction. pp. 275-256.

In the campus activities are included games, debating clubs, athletics as distinguished from games, group singing and other group activities in which all participate.

In Gudeblye Junior High School, some of the group activities are segregated by sex; others are so organized to permit co-educational participation. In athletics in particular the activities are segregated, however, in debating and group singing both sexes participate. The types of games are determined by grade and age levels, but in supervised play activities these regulations are often abridged in order to stimulate healthful rivalry.

Aside from curricular assignments, often special assignments are made in conjunction with other organized clubs work such as Boy Scouts of America, 4-H clubs and juvenile departments of other agencies operating in the community.

Smith, Et. al. in their Junior High School Education, state that:

The regular instructional programs of Junior High Schools provide developmental experiences that satisfy many pupil interests and meet many educational needs. Trends in the reorganization and improvement of instructional programs are in the direction of increasingly effective ways of meeting individual differences among pupils with respect to their educational interests and developmental needs. New school services are being provided, such as guidance and health, and many new courses are being introduced. Nevertheless, there are many pupil interests that are not and perhaps cannot be met, even through improved regular class activities and services of the modern junior high school.

Accordingly, under the guidance and leadership of faculty sponsors, junior high schools are providing various supplementary activities that are not provided in the regular instructional program of the school. Activities of this nature are variously

described by such terms as "extra-curricular", "socializing integrating", "collateral" and extra-class activities.¹

There are 13 junior high school boys and 15 junior high school girls ranging in ages from twelve to eighteen years of age enrolled at the Gudeblye Junior High School. The retardations of the oldest ones are not necessarily due to incapacities, rather to the lack of an opportunity to have been exposed to public school training. The privilege to participate in activities on the basis of age levels have encouraged many of the low-graded advanced teen-agers to remain in school. Where scholastics for membership have always imposed an administrative problem in our district, it has been to our advantage to include in our extra-curricular activities programs such incentives which would serve as a drawing card to keep up an appreciable enrollment to justify the respective teacher-loads.

Department of Instruction

Instructional personnel are distributed as follows: There is one teacher for every two grades arranged in sequence from the first through the tenth grade. One teacher supervises the homeroom for two grades. Instruction in the upper three grades - eighth, ninth, and tenth is departmentalized. The seventh grade subjects are taught partially by high school and intermediate department instructors respectively. Courses for which the school does not have approval, such

1. Smith, Standley and Hugh. Junior High School Education. p. 47.

as vocal music, physical education, homemaking and safety education are taught through group participation. Vocational agriculture is an approved course. Students comprising this phase of instruction are members of the ninth and tenth grades and a few others who have attained the approved age of fourteen years. However, several boys of advanced ages, but classified in the lower grades are admitted to the classes in vocational agriculture.

Table I shows the enrollment of the Gudeblye Junior High School by grade, sex and age of pupils in both the elementary department and the high school. As shown, there are eight grades, ranging from the first through the eighth in the elementary department and two grades, the ninth and tenth, in the high school department. The enrollment by grades is as follows: First, 35; second, 13; third, 29; fourth, 19; fifth, 23; sixth, 11; seventh, 13; eighth, 5; ninth, 10; and tenth, 6. It is revealed here that the total enrollment for the elementary department is 148 and the high school, 16. The total enrollment of both departments is 164. The distribution of pupils by age is: Six-year olds, 17; seven, 15; eight, 9; nine, 18; ten, 29; eleven, 16; twelve, 14; thirteen, 16; fourteen, 13; fifteen, 7; sixteen, 4; and seventeen, 5. The distribution by sex is: boys, 50, and girls, 84.

It is further revealed that the greatest enrollment by grades follow this order: First, 35; third, 29; fifth, 23; fourth, 19; second and seventh tie with 13 each; sixth, 11; ninth, 10; tenth, 6 and eighth grade, 5. The average grade load is 16.4. The average teacher load is 27.3. There are 130 pupils in the first six grades.

TABLE I. RECORD OF ENROLLMENT OF CUDEBLYE JUNIOR HIGH SCHOOL FOR SCHOOL YEAR 1943-49*
BY AGE, GRADE AND SEX

Grades	Sex										Total	Grand Total
	1	2	3	4	5	6	7	8	9	10		
	M	F	M	F	M	F	M	F	M	F	M	F
6	7	8							7	10		17
7	4	5	2	4					10	5		15
8	2	2	2	3					7	2		9
9	6				2	6	1	1	9	9		18
10	3		2	6	4	4	2		19	10		29
11			1		2	5	2		6	10		16
12						2	2		4	10		14
13					1	2		3	1	5	2	17
14					2		2	2	2	6	1	13
15						1			1	2	1	7
16								1		1	1	5
17									2	1	1	5
Totals	22	13	4	9	13	10	10	13	5	85	84	164

* Taken from Principal's Annual Report.

The four grades with the lowest enrollment is for the eighth, tenth, ninth and sixth, in order given. The grades showing the greatest fall-off from the previous grade are the second, in which there was a loss of 22; the sixth in which there was a loss of 12. The others appear to be more constant in their respective hold-overs from the previous grade. The graduation grade shows approximately one-sixth of the first grade enrollment. This represents an average loss of 3.6 pupils per year per grade over the eight intervening years

Recent Physical Improvements

During the current scholastic year, the following improvements have been made on the physical plant. The academic building has been painted inside at an estimated cost of five hundred dollars; secured four primary tables, valued at ten dollars each; put new roof on lunch room annex to teacherage at a cost of one hundred-fifty dollars; added lunch room equipment of an underdetermined amount; and provided better buses for transportation which at commercial prices would have cost approximately two thousand dollars.

These improvements were made possible in part through the cooperation of the veterans' program. The teachers' desks, primary tables, and all painting and farmshop repairs were done in the veterans' schools and through veteran participation. This to a great extent accounts for the amount of expenditures in improvement as evaluated in terms of commercial prices.

System of Record Keeping

While records are kept over a period of years for pupils, it is

usually an easier task to determine adjustment procedures for the correction of any maladjustment which may exist.

Ruch and Segel¹ state these two guiding principles respecting records:

(1) The record of any trait of an individual over a period of years is more significant than record of that trait taken at any one point.

(2) Estimates on many different traits afford a much accurate picture of the person's educational and vocational possibilities than the estimate of a single trait.

In keeping with the foregoing principles, the recording system of Gudeblye Junior High School as well as that of the Texas State Department of Education have been followed. Examinations were given every six weeks throughout the year. These marks or grades were placed on the permanent record cards. The report cards were often sent to patrons of the child for investigation. Mid-term or semester examinations were also given and similar records kept as for the six weeks' examinations. All files were in separate folders and properly labelled. Specimen papers as required by the state accrediting department were made available for the inspection of the Deputy State Superintendent. Monthly reports of attendance for the group are submitted to the county superintendent's office.

Testing programs were organized. The purpose of such a program was to assist the teachers in determining the strength and weakness of each individual child, and then set about to build a program which

Ruch, G. M. and David Segel, Minimum Essential of the Individual Inventory On Guidance. p. 202.

will help the child to work to the limit of his ability. The program which is now functioning in the Gudebye Junior High School consists of a variety of tests which are given to the children in the elementary department and will be gradually developed to the extent that the junior division will be included in the program.

The tests which have been given include:

1. Reading Readiness Test for the first grade
2. Reading Test for the second grade
3. Achievement Test for grades four through the eighth

These tests were given early in the year and teachers are now using the results in planning the work for each individual child, when the need arises. Special tests will be given to individual pupils. If, after the results have been tabulated, it is discovered that the existing program, does not care for individual needs, then corrective measures will be taken. These records will follow the child from year to year. When the children have completed the work of the elementary grades, complete records of their grades will be available and will be valuable to the junior high school counselor and homeroom teachers.

Follow-Up Service

Schools should have a follow-up procedure to check on former students and graduates. This ties the adult citizen to the school and gives the school a close-up to the results of certain types of training.

Chisholm¹ in Guiding Youth In the Secondary School had this to say concerning placement and follow-up:

The school has a definite responsibility towards former students not only until they secure employment but also until they are successfully located in the type of work most in harmony with their talents and their preparation. In addition, the school should be interested equally as much in their adjustments to the other demands of normal living as it is in placement.

Lee further states that:

Many students are dropping out (of school) to go to work. Now as never before, we need a careful follow-up of these students. We need to know what is happening to them, how they are getting along on their abilities, and what the school can do to help them. The school's responsibility does not end when they inform us they are leaving. This follow-up should be systematic and definite. Many schools do not even know what has happened to the student when he leaves school.²

The files in the office of the principal of Gudeblye Junior High School reveals that of the forty-four who graduated from it over the past five consecutive years are accounted for. They are distributed in trades and vocations from farmer to teaching to just idly passing the time away. This of course, applies to some of the G. I.'s who suffered afflictions during the last World War.

1. Chisholm, Leslie L. , Guiding Youth In the Secondary Schools.

2. Ibid.

General Policies of Organization

In order to formulate a guidance program in the Gudeblye community with the school as its center of community activities, the community leaders were called upon to assume the responsibilities for certain designated activities. Members of the Parent Teacher Association were called upon to assume the responsibilities for certain designated activities. Members of the Parent Teacher Association were especially called upon to sponsor the various activities. A similar procedure will be carried on in the school's organization to make a more effective guidance program.

Ward G. Reeder¹ in Fundamentals of Public School Administration states that:

In planning a guidance organization it should be kept in mind that guidance is an integral part of every activity of the school and that every educational employee has a part to play in the guidance program. The program should be planned for every pupil, not merely for the "problem child" such as truants, failures, and the physically handicapped. In order that there may be proper co-ordination of effort, and that none of the guidance functions will be neglected, it is, necessary that there be a definite organization of the guidance program. In planning the organization it is worth repeating that guidance should be regarded as a unitary process in which every part of the pupil's life shall be guided and integrated. Special attention should be given to guidance when the pupil enrolls in the school and when he leaves it.

In keeping with the trend of reorganization of the guidance program, in the Gudeblye Junior High School, the curriculum is under revision to meet the situations as they arise in this transition era.

1. Reeder, Ward G., Fundamentals of Public School Administration.
p. 543.

CHAPTER IV

PROPOSED PROGRAM OF GUIDANCE FOR GUDEBYE HIGH SCHOOL

Certain definite lines of procedure were adhered to in the formation of the proposed guidance program. The following suggestions have been thought to be helpful in developing an adequate guidance program for Gudebye Junior High School:

The guidance program should be administered in terms of needs, interest, abilities and opportunities of the pupils.

Guidance is concerned with the best development of the total individual. It must be so organized that all pupils experiences are coordinated and related.

Guidance services should be available to all pupils at all educational levels.

The guidance program must be organized to enlist the understanding, interest, ability and energy of every member of the staff.

The guidance program should be organized to care for problems that have developed to prevent such problems from arising, and to help each pupil secure for himself the productive and positive experiences. In other words, the guidance program should be organized to cure, prevent and to enrich.

The administrator of the guidance program should insure planned services which are purposeful and unified.

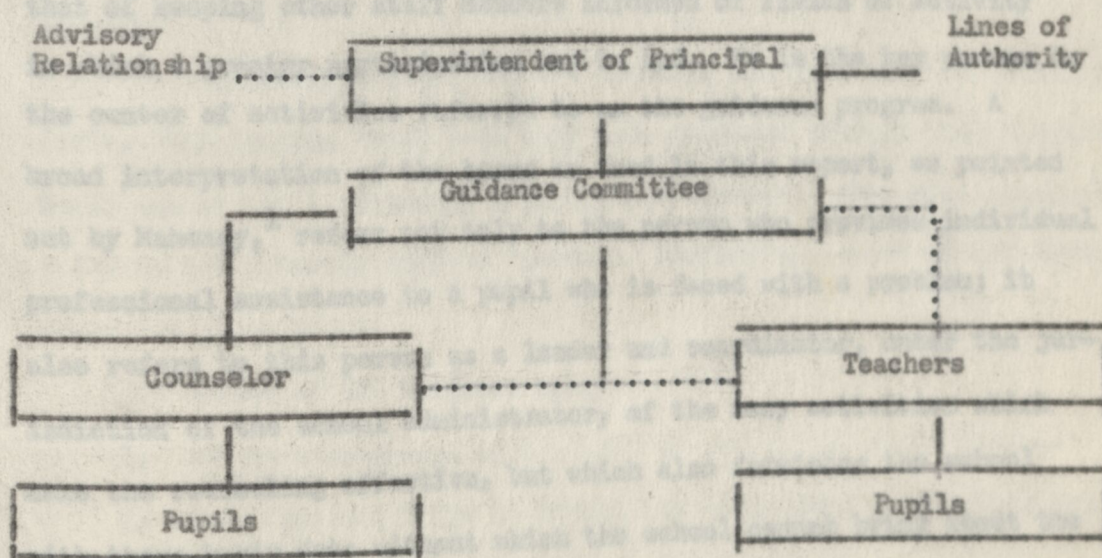
The guidance program should be so administered that personal contacts and the human touch are provided.

The guidance program should help members become increasingly able to guide themselves.

In an effort to assist students in making proper use of their time in the preparation of subject matter course assignments supplemented by avocational instruction, the principal, as administrative director of the guidance program at the Gudeblye Junior High School proposes to organize and operate a guidance program as shown in the following discussion.

In keeping with trends of guidance authorities, the principles of organization and administration were followed as closely as the personnel, facilities, and administration would permit. In the graphical outline below is shown the relative assignments of the personnel with briefed duties of each.

CHART I. ORGANIZATION CHART FOR A GUIDANCE PROGRAM ON GUDEBLYE JUNIOR HIGH SCHOOL



The chart shows the relationship among different members of the school staff and the part each agency plays in guiding youth.

Guidance Personnel and Their Duties

Principal. -- The principal of Gudebye Junior High School heads the guidance work in a general way, directing all guidance activities and advising with all guidance functionaries. To the administrator of the school, falls the task of providing an adequate program of guidance. It is his or her responsibility to provide trained personnel. It is the responsibility of the administrator to provide an adequate philosophy and understanding of the guidance program for all the staff members.

Counselor. -- The counselor is subject only to the principal of the school. As a member of the teaching staff, his guidance responsibilities fall into two categories. First, that of an administrative nature relating directly to the guidance program, and second, that of keeping other staff members informed of fields of activity in which a greater participation may be had. He is the key person in the center of activities referred to as the guidance program. A broad interpretation of the terms as used in this report, as pointed out by Mahoney,¹ refers not only to the person who provides individual professional assistance to a pupil who is faced with a problem; it also refers to this person as a leader and coordinator, under the jurisdiction of the school administrator, of the many activities which make the counseling effective, but which also furnishes the school with those basic data without which the school cannot bring about the

1. Mahoney, Harold J. The Guidance Program. p. 45.

fruition of the plans which individual pupils have made as result of this counseling. This staff member may be referred to as the guidance director or specialist.

Counselor's duties:

1. To gather and keep on file all data for the cumulative record.
2. To analyze and interpret test data for recommendations for corrective and remedial measures, and for classification of pupils.
3. To give specific guidance in the selection of electives.
4. To make adjustment in programs to meet individuals' needs.
5. To confer with teachers and parents of pupils not making satisfactory progress in their program of study.
6. To provide for the orientation of seventh grade pupils

Teachers

The classroom teachers and the homeroom sponsors for the Gudeblye Junior High School, "have been very much confused through the discriminate use of the terminology - guidance."¹ However, they have examined a few of the commonly claimed "guidance responsibilities" of teachers. These are shown below:

The duties of the teachers are:

1. Adapts educational experiences to individual pupil needs.
2. Identifies and helps to remedy the instructional difficulties of pupils.

1. Mahoney, Harold J. The Guidance Program. p. 74.

3. Teaches students how to study.
4. Observes educational progress.
5. Develops favorable social and personal habits and traits in the individual.
6. Cooperates with parents.
7. Creates a favorable psychological relationship in the classroom.

These functions as outlined above can hardly be classified as "guidance functions" of teachers. If they do not represent good teaching techniques, what does?

The major responsibility of the teacher is to teach and to use techniques designed to facilitate the learning process. In addition to the major responsibility of teaching, there are supplementary responsibilities that the teacher has in relation to the guidance program. The teacher is contributing to the major purposes of the school guidance program when he:

1. Identifies the non-instructional problems of students and aids in their adjustment.
2. Assumes counseling and advising responsibilities for pupils which he cannot handle.
3. Is aware of, and assist in the educational and vocational planning of his students.
4. Participates in the development of the school's guidance program.
5. Participates in staff conferences to discuss problems of individual students.
6. Supplies sufficient information for the cumulative record.
7. Is on the alert for the discovery of interests, aptitudes, and personal behavior problems.
8. Cooperates in the dissemination of occupational information.

In general, the guidance program will be more effective when it is shared between the teachers and staff members for whom it is a chief responsibility - providing that the respective functions of each are carefully defined following as a general guide the type of distinctions brought out above.

In Service Training

Special problem cases, such as maladjustment because of diet, retardation because of lack of exposure to public school training are not the only cases in which counseling services are necessary. Beginning teachers and often experienced teachers benefit much from the right kind of counseling services.

According to Strang and Hatcher:¹

The best principles of individual development and guidance, discussed with reference to pupils, should be applied to teachers.

In every institution for the education of teachers an adequate personnel program should be in operation. This would include counseling service to help prospective teachers strengthen their positive personality tendencies. Fifty hours of counseling with an expert may sometime become an essential requirement for prospective teachers. In addition to having counseling service, students should themselves experience the kind of personal relationships and group contacts which they desire for their future pupils. If teachers of children are to acquire the personnel point of view and real proficiency in discovering their pupils' potentialities and helping them to make the most of themselves, these dual aspects of personnel work must be developed in institutions for the education of teachers.

1. Strang and Hatcher. Child Development and Guidance in Rural Schools. p. 171.

In the Gudeblye Junior High School, the counseling services are made a part of the general daily program. Often teachers will be called in for special counseling, not to reprimand, but to check up on procedures, and accomplishments on certain phases of the school's program. It is also often that in the regular teachers' meeting a certain amount of counseling is to be carried on. Counseling with experienced teachers differ greatly from that of counseling with beginners. Both principal or counselor and teacher sometimes equally benefit from the closed door discussion of specific student or campus problems. For in-service teachers with experience, there is the likelihood of finding one's self in the role of receiving rather than giving instruction.

Adjusting the Curriculum for Adaptability to Student Participation

Junior high school pupils are mostly dynamic. They are eager to find something new. They are investigative, but mature enough to respond to influences emanating either from a good source or from a bad one. To formulate a program of adjustment, is to acknowledge first that there is need for one.

Smith,¹ Et. al. define curriculum as:

The term "curriculum" has come to mean "all the experiences children have under the guidance of teachers," or state otherwise, curriculum is broadly enough to include materials or activities that will affect the learning, development, or behavior of the child."

1. Smith, Standley and Hughes. Junior High School Education. p. 167.

It is acknowledged that a readjustment in the curriculum at the Gudebye Junior High School is necessary. Reasons proposed for the change is that the pupils are being exposed to so many different influences than usual and that the mode of operating the farms in this neighborhood has undergone a radical change in the past decade.

Tractors are being substituted for the horse drawn plows, automobiles for wagons for transportation, access to a daily bus on the newly constructed hard surfaced highway to carry them to town. Weekly payrolls from farmers and ranchers, all contribute to an ever moving local society whose basic training has been more static than dynamic.

Moehlman¹ states that: The assumption that the educational process is purely intellectual is difficult to maintain."

Services of the Guidance Program

Self Inventory. -- The function of the self-inventory service is to give the individual an awareness of his personal assets and liabilities.² A Vocational guidance program that undertakes to provide an adequate service of this type will give much attention to what are generally called Exploratory courses.³ Self analysis list will also be used.

Cumulative record. -- Cumulative record cards are very important. Records must be kept from day to day, from year to year, if the

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1. Moehlman, Arthur B. School Administration. p. 219.
 2. Briggs, T. H. The Junior High School. p. 48.
 3. Myers, George E. Principles and Techniques of Vocational Guidance. p. 125.

Gudeblye Junior High School is to make an honest, sincere attempt to render assistance to boys and girls who are acquiring intelligence and forming personalities. The cumulative record is the store house for all information that has been built up through the years in the pupils personnel folder. It contains all information concerning the pupils' health, physical development, educational history and home and community background as other behavior accomplishments of school happenings occur they, too, should be added to the pupil's record.

The cumulative record may be placed on one large sheet or card with the front for subjects taken, and grades assigned also future intentions. The back of the card may carry information concerning the pupil's interest, abilities and limitations as revealed by his extra curricular records, his intelligent test records, his personal traits and his out of school employment. It is suggested that this record be left at some central place.

Testing Program for Gudeblye School. -- The testing program will be directed from the superintendent's office. The results from the tests administered furnish objective data upon which classification of pupils is based: for diagnosis of individual pupil difficulties, and for use in the guidance of pupils, in the selection of courses in later grades.

Intelligent data as disclosed by the Otis S-A Tests of Mental Ability, subject achievement, and conduct rating will precede each pupil entering the seventh grade group. These data enable the junior

high school guidance personnel to provide an organization of the program of studies to meet the needs of the on coming group.

The first phase is the administration of the Modern School Achievement Test: The second phase is the administration of the Terman Group Test or Mental Ability Tests. This is to be given early in the semester and the results are utilized, as a measure of ability in the guidance work of the pupil.

At all times individual testing of difficult cases will be available. A testing program should test the whole child.

Follow-Up

The author of this discussion thinks that pupil reactions to specific instructions should be analyzed as to results of special efforts to help direct the student's thinking and actions.

In the Gudeblye Junior High School a follow-up service is being planned to ascertain the results of the guidance training. This is proposed for two specific reasons: First, to determine the effectiveness of the guidance program as organized, so as to assist in reorganization, if results appear to have been short of the projected goals of accomplishments. If such weaknesses are found, then the revised curricular for guidance will be relatively changed.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The study of the guidance practices of Gudeblye Junior High School, reveals a definite need for organized guidance. The writer proposed an organized guidance program.

It was shown in Chart I that the organization for the guidance program for the Gudeblye Junior High School, consisted of the following personnel: The principal as administrator; the counselor who was a member of the staff, classroom and/or homeroom teachers and pupils. In the discussion which followed, an effort was made to show their respective relationships to the guidance program. Citations were quoted from outstanding authorities in the field of guidance. Those of most significance were: Harrin and Erickson in their contribution, Guidance in Secondary Schools; Ward G. Reeder in his Fundamentals of Public School Administration; Smith, et. al. in their Junior High School Education; Strang and Hatcher in their Child Development and Guidance in Rural Schools; George E. Myers in his Principles and Techniques of Vocational Guidance; Arthur B. Moehlam in his School Administration; and T. H. Briggs in his Improving Instruction, Harold J. Mahoney in his Guidance Program.

It was also shown through the discussion that adherence to the principles of organization and administration, duties of the guidance functionaries in which the pupils were made a part, were used as the bases for the organization and operation of the program.

It was further shown the division of responsibility allotted to members of the staff as special assignments in the school's over-

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APPENDIX

IDENTIFYING INDIVIDUAL PROBLEMS THAT CALL
FOR GUIDANCE PROCEDURES

The counselor and school staff must identify problem areas in individuals and do something about them.

Some of the problem areas are group below. There are many other problems, and many other areas, but these mentioned below will keep the counselor alert to many situations that he may encounter in dealing with teen-agers.

Physical Conditions

1. Physical defects; eyes, ears, muscles, speech
2. Deformity
3. Height-weight are disproportionate
4. Malnutrition
5. Poor coordination
6. Nervous condition
7. Physically unattractive
8. Poor health

Character and Personality

1. Unable to get along with people
2. Emotionally unstable
3. Too sensitive
4. Too shy
5. Personality suppressed by others
6. Belonging to a minority group
7. Too conceited; too aggressive
8. Complexes: superiority, inferiority, etc.
9. In love, out of love
10. Boy/Girl situations
11. Needs knowledge of mental hygiene
12. Loose moral standards

Character and Personality (Cont.)

13. No respect for rights of others
14. No respect for authority
15. Bad manners; discourteous
16. Poor spirit
17. Cheating; stealing; etc.
18. Unwilling to lead or follow
19. Irresponsible; undependable
20. Poor citizen; no civic pride
21. Intolerant; anti-social

Educational - School Environment

1. Does not know how to study
2. Reading ability questionable
3. Does not understand value of school subjects.
4. Unable to budget time successfully
5. Assignments too long; too much home work
6. Poor choice of school subjects
7. School work below capacity of pupil
8. School beyond pupil's mental ability
9. Too much outside employment
10. Too much attention to athletics, movies, fun
11. Lack of interest in school; de-

Educational - School Environment

12. Dislike of school work; teacher
13. Misunderstood by teachers
14. Resentment; defeatism; frustration
15. Fear of failure
16. Unpopular; feeling of an outsider
17. Lazy; not prepared
18. Boredom
19. Truancy

Home Environment

1. Home duties - too few; too many
2. Too much spending
3. Low income family
4. Unwholesome conditions at home
5. Broken homes - separation, divorce, death
6. No parental control or responsibility
7. No cooperation between home and school
8. Parents domineering; nagging
9. Home life too sheltered
10. Pampering parents; make decisions for child
11. Quarreling among parents, brothers, sisters

Recreational Activities

1. Unwise use of leisure time
2. Uninterested in hobbies or sports
3. Dislikes reading
4. No cultural interest - art, music, etc.
5. No suitable recreational facilities
6. Social life - too much; too little
7. Doubtful companions
8. Too much freedom; no check at home
9. Needs supervision
10. Idleness
11. No opportunity because of employment
12. No plan; no adviser; doesn't know what to do
- 13.

Vocational Choice of an Occupation

1. Spectacular jobs; glamour jobs
2. Following father's footsteps
3. Parent's choice rather than pupils
4. Determining fitness for a job
5. Doubtful choice in view of past record
6. Needs advice to help make a final choice
7. No knowledge of occupational opportunities
8. No printed information about a chosen occupation
9. White collar complex
10. Needs to be shown the dignity of labor
11. Planning training for an occupation
12. Choosing schools and colleges
13. Local opportunities versus those afield
14. Techniques of job finding
15. Good scholars but unable to pay training costs